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| **Unit Title: America in Conflict**  **Grade 5/Quarter 3/Unit 4** | | | | | | | | | | |
| **Conceptual Lens:** This four-week unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text.  **Author:** commoncore.org/adapted by Randolph County Schools  **Unit Overview:** Students can choose from a variety of historical fiction, and compare and contrast this with informational text about the same time period. In order to hone a deeper understanding of the period beyond what is conveyed in print, students listen to music and examine art from the Civil War period. The culminating activity is to compose a narrative that is set within a real historical context, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork.   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | * Quote from a text to support retells and inferences. * Describe how point of view affects how events are told. * Compare/contrast text structure in 2 or more texts. * Use specific information from text to explain interactions between events, ideas, or concepts. * Analyze multiple accounts of same event base of point of view. | * Write a narrative using correct effective technique (description, sequence, dialogue, narrator, transition/temporal words and phrases. | * Orally describe events in correct sequence prefixes, suffixes, base word to predict meaning (Green and Latin roots. * Use context clues to determine meaning. |   **Stage 3 – Learning Experiences** | | | | | | | | | | |
| **Unit Progression** | | | | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | | |
| **Big Ideas** | **Use text clues to draw conclusions/ make inferences from text.** | **Use big ideas to infer them and response to literature in a critical way.** | | **Use context clues to gain new information from a text.** | | **I can evaluate texts from different perspectives.** | | |
| **Suggested read aloudsto incorporate in classroom discussions and lessons:**  **Fiction**  *Bull Run* by. Paul Fleishman  *Dear Austin: Letters from the Underground Railroad* by. Elvira Woodruff and Nancy Carpenter  *The Ballad of the Civil War* by. Mary Stoltz and Sergio Martinez  *Maritcha: A Nineteeth-Century American Girl* by. Tonya Bolden  *Across Five Aprils* by Irene Hunt  *A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, Virginia, 1859* by Patricia C. McKissack  *Underground Man* by. Milton Meltzer  *Steal Away…to Freedom* by. Jennifer Armstrong  *A Light in the Storm: The Civil War Diary of Amelia Martin, Fenwick Island, Delaware, 1861* by. Karen Hesse  *When Will This Cruel War be Over?: The Civil War Diary of Emma Simpson, Gordonsville, Virginia, 1864* by. Barry Denenberg  *After the Rain: Virginia’s Civil Way Diary* by. Mary Pope Osbourne  *A Time to Dance: Virginia’s Civil War Diary*by. Mary Pope Osbourne  *The Journal of James Edmond Pease: A Civil War Union Soldier, Virginia, 1863* by. Jim Murphy  *Just a Few Words, Mr. Lincoln* by. Jean Fritz | | | **Non –Fiction**  *A History of US: War, Terrible War, 1855-1865* by. Joy Hakim  *Underground Railroad: The New Book of Knowledge* by. Henrietta Buckmaster  *You Wouldn’t Want to be a Civil War Soldier: A War You’d Rather Not Fight* by. Thomas Ratliff and David Antram  *If You Lived At the Time of the Civil War* by. Kay Moore and AnniMatsick  *If You Traveled on the Underground Railroad* by. Ellen Levine and Larry Johnson  *If You Lived When There was Slavery in America* by. Anne Kamma and Pamela Johnson  *The Abraham Lincoln You Never Knew* by. James Lincoln Collier and Greg Copeland  *Outrageous Women of Civil War Times* by. Mary Rodd Furbee  *Sojourner Truth: Ain’t I a Woman?* By. Frederick and Patricia C. McKissack  *The Abolitionist Movement* by. Elaine Landau  *Your Travel Guide to the Civil War* by. Nancy Raines Day | | | | | | | |
| **WEEK 1** | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons:**   * Lesson 11- Infer with Text Clues: Draw conclusions from text evidence   (this is a review, revisit if needed with another text)   * Lesson 18- Target Key Information: Code the text to hold thinking | | | | | | **Standards:**  RF.5.4  RL.5.1  RI 5.1 | | | **“I Can” Statements**  I can use evidence from the text to draw conclusions.  I can paraphrase to record information so I can remember it. |
| **Essential Questions**  How can I use evidence from the text to draw conclusions?  How can I paraphrase to record information so I can remember it? |
| **Jan Richardson Strategies**   * **Draw Inferences:** p. 231-p236 * **Compare and contrast themes, settings and plots of stories:** p. 220-231 | | | | | | **Standards**  RL5. 1 | | | **“I Can” Statements**  I can make inferences from character actions.  I can make inferences from character dialogue.  I can make inferences from characters inner thoughts. |
| **Essential Questions**  How can I use character actions to infer?  How can I make inferences from character dialogue?  How can I make inferences from a character’s inner thoughts? |
| **Other Whole Group Reading Learning Experiences:**  *The Ballad of the Civil War* (Provided text):  As a class, we will keep a chart of information about the Civil War period that we learn from a variety of fiction and nonfiction; the chart will have the following categories:   * What is the conflict? * Why does this conflict occur? * Who is involved on each side of the conflict? * How is the conflict resolved? * How does this conflict have an effect on our lives today?   Keep a list of your responses to these questions in your journal. Share thoughts with a partner who has read the same book as you, and collaboratively contribute to the class chart. | | | | | | **Standards**  5.H.1.3  5.C&G.1.3  5.C&G.2.1  5.C&G.2.3  5.C.1.3  5.C.1.4  RF.5.4  RL.5.1  RI 5.1 | | | **“I Can” Statements**  I can make a graphic organizer and answer various questions about a text. |
| **Essential Questions**  How can I make a graphic organizer and answer various questions about a text? |
| **Writer’s Workshop** | **Resource:** *Explorations in Nonfiction Writing* by. Tony Stead and Linda Hoyt   * **Session 1:**  Identifying the Purpose and Features of Personal Narrative(p.100-101) * **Session 2:** Planning for Writing (p.102-103) | | | | | | **Standards**  W.5.3 | | | **“I Can” Statements**  I can analyze a personal narrative and brainstorm ideas for my own writing.  I can use a graphic organizer to plan my personal narrative. |
| **Essential Questions**  How can I analyze a personal narrative and brainstorm ideas for my own writing?  How can I use a graphic organizer to plan my personal narrative? |
| **Social Studies/Science**  **Content Integration** | **Social Studies Suggested Lessons:**   * **Harcourt Social Studies Text:** Unit 3-Lesson 1 *The North and South* (p.113-118)   **Science:**   * Discuss medical care during the Civil War period as launch for the human body unit. Discuss these topics throughout the 4 week unit. | | | | | | **Standards**  5.H.1.3  5.C&G.1.3  5.C&G.2.1  5.C&G.2.3  5.C.1.3  5.C.1.4  5.L.1  5.L.1.1  5.L.1.2 | | | **“I Can” Statements**  I can describe the difference between the North and the South during the Civil War period.  I can understand the features and systems of the human body. |
| **Essential Questions**  How can I describe the difference between the North and South during the Civil War Period?  What features of the human body (structure and function) are common to all humans?  How do human body systems function? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | **Tier Three ELA Words**  Free state  Slave state  Fugitive  Underground Railroad  Secede  Civil war | | | | | |
| **WEEK 2** | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * Lesson 15-Wrap your Mind Around the Big Ideas: Use text evidences to infer themes( this is review, revisit if needed with another text) * Lesson 19-Determine What to Remember: Separate interesting details from important ideas | | | | | | **Standards**  RF.5.4  RL.5.1  RI 5.1 | | | **“I Can” Statements**  I can use the text to infer the theme.  I can summarize information that is important to remember and merge my thinking with it. |
| **Essential Questions**  How can I use the text to infer the theme?  How can I summarize information that is important to remember and merge my thinking with it? |
| **Jan Richardson Strategies**   * **Draw Inferences:** p. 231-236 * **Main Ideas/ Details:** focus on identifying details as they determine a theme from details in the text p. 215-219 | | | | | | **Standards**  RL. 5.1  RL 5.2  RI 5.1 | | | **“I Can” Statements**  I can draw inferences from what I read.  I can focus on identifying details as they determine a theme from details in the text. |
| **Essential Questions**  How can I draw inferences from what I read?  How can I focus on identifying details as they determine a theme from details in the text? |
| **Other Whole Group Reading Learning Experiences**  *Bull Run* by Paul Fleishman (Provided text)   * While reading the story, keep an ongoing list of words to describe the main characters. Mark the text with Post-it notes and write the adjectives on the notes. After finishing the book, you will be asked to choose the best adjectives that describe the character’s internal responses and external behaviors in response to conflicts experienced.   Begin Literature Circles with various Civil War texts:   * *Iron Thunder*  by Avi * *Mostly True Adventures of Homer P.Fig* by Phil Brook * *Numbering all the Bones* by Rinaldi * *Shades of Gray* by Reeder * *The Boys’ War* by Murphy * *Elijah of Buxton* by. Christopher Paul Curtis | | | | | | **Standards**  RL.5.6  RL.5.1  RL.5.3  RF.5.4a  RF.5.4b  RF.5.4c | | | **“I Can” Statements**  I can respond to literature in a critical way. |
| **Essential Questions**  How can I respond to literature in a critical way? |
| **Writer’s Workshop** | **Resource:** *Explorations in Nonfiction Writing* by. Tony Stead and Linda Hoyt   * **Session 3:** Crafting a Lead that Establishes the Situation (p.104-105) * **Session 4:** Using Temporal Words (p.106-107) | | | | | | **Standards**  W.5.3 | | | **“I Can” Statements**  I can begin to draft leads that familiarize the reader by establishing the situation.  I can focus on selecting words that show time, order, or sequence while writing my draft. |
| **Essential Questions**  How can I begin to draft leads that familiarize the reader by establishing the situation?  How can I focus on selecting words that show time, order, or sequence while writing my draft? |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **• Harcourt Social Studies Text:** Unit 3-Lesson 2*The Civil War and Reconstruction* (p.119-124)  **Science:**  **•** Continue from Week 1. | | | | | | **Standards**  5.H.1.3  5.C&G.1.3  5.C&G.2.1  5.C&G.2.3  5.C.1.3  5.C.1.4  5.L.1  5.L.1.1  5.L.1.2 | | | **“I Can” Statements**  I can describe the difference between the North and the South during the Civil War period.  I can understand the features and systems of the human body. |
| **Essential Questions**  How can I describe the difference between the North and South during the Civil War Period?  What features of the human body (structure and function) are common to all humans?  How do human body systems function? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | **Tier Three ELA Words**  Emancipate  Assassinated  Reconstruction  freedmen | | | | | |
| **WEEK 3** | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * Lesson 10- Infer the Meaning of Unfamiliar Words: Use context clues to unpack vocabulary * Lesson 8- Read to Discover Answers: Ask questions to gain information | | | | | | | **Standards**  RF.5.4  RL.5.1  RI 5.1 | | **“I Can” Statements**  I can infer the meanings of words I don’t know to understand the text.  I can keep my questions in mind as I read in order to search for information. |
| **Essential Questions**  How can I infer the meanings of words I don’t know to help me understand the text?  How can I keep my questions in my mind as I read in order to search for information? |
| **Jan Richardson Strategies**  **• Vocabulary strategies:** p. 200-203, 288  **• Ask questions:** p. 209-214 | | | | | | | **Standards**  RL 5.4  RI 5.4 | | **“I Can” Statements**  I can use context clues to figure out new vocabulary.  I can visualize as a read to figure out new vocabulary.  I can use known parts of words to figure out new vocabulary.  I can use text features to figure out new vocabulary.  I can ask various types of questions as I read. |
| **Essential Questions**  How can I use context clues to figure out new vocabulary?  How can I visualize as I read to figure out new vocabulary?  How can I use known parts of words to figure out vocabulary?  How can I ask various types of questions as I read? |
| **Other Whole Group Reading Learning Experiences**   * Finish the book, *Bull Run* and activity from Week 2 * Continue with literature circles. | | | | | | | **Standards**  RL.5.6  RL.5.1  RL.5.3  RF.5.4a  RF.5.4b  RF.5.4c | | **“I Can” Statements**  I can respond to literature in a critical way. |
| **Essential Questions**  How can I respond to literature in a critical way? |
| **Writer’s Workshop** | **Resource:** *Explorations in Nonfiction Writing* by. Tony Stead and Linda Hoyt   * **Session 5:** Infusing Concrete Words and Sensory Details (p.108-109) | | | | | | | **Standards**  W.5.3 | | **“I Can” Statements**  I can use concrete words and sensory details to create vivid images for my reader. |
| **Essential Questions**  How can I use concrete words and sensory details to create vivid images for my reader? |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **• Harcourt Social Studies Text:** Unit 3-Lesson 2*The Civil War and Reconstruction (*p.119-124). Continue from Week 2.  **Science:**  **•** Continue from Week 1. | | | | | | | **Standards**  5.H.1.3  5.C&G.1.3  5.C&G.2.1  5.C&G.2.3  5.C.1.3  5.C.1.4  5.L.1  5.L.1.1  5.L.1.2 | | **“I Can” Statements**  I can describe the difference between the North and the South during the Civil War period.  I can understand the features and systems of the human body. |
| **Essential Questions**  How can I describe the difference between the North and South during the Civil War Period?  What features of the human body (structure and function) are common to all humans?  How do human body systems function? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | **Tier Three ELA Words**  Emancipate  Assassinated  Reconstruction  freedmen | | | | | |

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| **WEEK 4** | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons:**   * Lesson 14-Read with a Question in Mind: Infer to answer your question | | **Standards**  RF.5.4  RL.5.1  RI 5.1 | **“I Can” Statements**  I can ask a question when I read and infer the answer as a read. |
| **Essential Questions**  How can I ask a question when I read and infer the answer as I read? |
| **Jan Richardson Strategies**  **Ask Questions:** p. 209-214  **Compare/Contrast:** p.209-214; 242-244; 227-230  **•** Point of view from different stories  **Evaluate:** p.242-244  **•** Distinguish their point of view from that of the author of a text.  • Explain how an author uses reasons and evidence to support particular points of view. | | **Standards**  RL.5.3  RL.5.4  RL.5.6  RL.5.9  RI.5.3  RI.5.5  RI.5.6  RI.5.9 | **“I Can” Statements**  I can ask various types of questions as I read.  I can identify and understand an author’s bias, assumptions, persuasions, facts, and opinions in order to evaluate the text. |
| **Essential Questions**  How can I ask various types of questions as I read?  How can I identify and understand an author’s bias, assumptions, persuasions, facts, and opinions in order to evaluate the text? |
| **Other Whole Group Reading Learning Experiences**  *Dear Austin: Letters from the Underground Railroad* by. Elvira Woodruff(Provided Text)  *If you Lived When There was Slavery in America* by. Anne Kamma and Pamela Johnson or an appropriate nonfiction text   * Read and compare what you learn about slavery in America from fiction and nonfiction text. How does knowing the historical information enhance your understanding of the fictional story? Talk with a classmate to share ideas prior to large group discussion. | | **Standards**  RL.5.9 | **“I Can” Statements**  I can compare and discuss similarities and differences between a fiction and nonfiction text. |
| **Essential Questions**  How can I compare similarities and differences between a fiction and nonfiction text? |
| **Writer’s Workshop** | **Resource:** *Explorations in Nonfiction Writing* by. Tony Stead and Linda Hoyt   * **Session 6:** Adding Action Words (p.110-111) | | **Standards**  W.5.3 | **“I Can” Statements**  I can use powerful verbs to enhance my personal narrative. |
| **Essential Questions**  How can I use powerful verbs to enhance my personal narrative? |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**   * **Harcourt Social Studies Text:** Unit 3-Lesson 3: *Growth and Change* (p.125-132)   **Science:**  **•** Continue from Week 1. | | **Standards**  5.H.1.3  5.C&G.1.3  5.C&G.2.1  5.C&G.2.3  5.C.1.3  5.C.1.4 | **“I Can” Statements**  I can understand the events that happened due to the Civil War.  I can understand the features and systems of the human body. |
| **Essential Questions**  How can I understand the events that happened due to the Civil War?  How can I understand the features and systems of the human body? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | **Tier Three ELA Words**  Reservations  Transcontinental Railroad  tenements | | |

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| **Music and Art – Suggested Lessons for your Music and Art Teachers (Share these!)** |
| **Music:**   * Patrick S. Gilmore, “When Johnny Comes Marching Home” (1863) * Julia War Howe, “The Battle Hymn of the Republic” (1861) * Daniel Decatur Emmett, “Dixie” (1861)   **Art:**   * Alexander Gardner, “President Abraham *Lincoln in the tent of General George B. McClellan after the Battle of Antietam”*  Famous photo. How is war depicted through art? Discuss what you can learn about the Civil War, even before learning facts and reading literature from that time period. |

**Unit Resources**

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| **Week 1**  **Comprehension Tool Kit Lessons 11, 18**  ***Next Step in Guided Reading* (Richardson)**  ***Explorations in Nonfiction Writing* (Snead and Hoyt)**  **Social Studies Text**  *The Ballad of the Civil War* (Provided text) |  |
| **Week 2**  **Comprehension Tool Kit Lessons 15, 19**  ***Next Step in Guided Reading* (Richardson)**  ***Explorations in Nonfiction Writing* (Snead and Hoyt)**  **Social Studies Text**  *Bull Run* by Paul Fleishman (Provided text)  Various Civil War texts for literature circles:   * *Iron Thunder*  by Avi * *Mostly True Adventures of Homer P.Figg* by Phil Brook * *Numbering all the Bones* by Rinaldi * *Shades of Gray* by Reeder * *The Boys’ War* by Murphy * *Elijah of Buxton* by. Christopher Paul Curtis |  |
| **Week 3**  **Comprehension Tool Kit Lessons 10,8**  ***Next Step in Guided Reading* (Richardson)**  ***Explorations in Nonfiction Writing* (Snead and Hoyt)**  **Social Studies Text**  Continue *Bull Run* |  |
| **Week 4**  **Comprehension Tool Kit Lessons 14**  ***Next Step in Guided Reading* (Richardson)**  ***Explorations in Nonfiction Writing* (Snead and Hoyt)**  **Social Studies Text**  *Dear Austin: Letters from the Underground Railroad* by. Elvira Woodruff(Provided Text)  *If you Lived When There was Slavery in America* by. Anne Kamma and Pamela Johnson or an appropriate nonfiction text |  |